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ABSTRACT

These handouts and transparency masters are from workshops conducted throughout South Florida during 1980-81 for Diversified Cooperative Training (DCT) program coordinators and other vocational educators. (The workshops were held to help these persons improve their understanding of, and ability to implement, three essential components of DCT--standard training agreements, individualized training plans, and competency-based units of related instruction.) The handouts cover these topics: duties and tasks; example of a duty and its related tasks; duties, tasks, training plans, and competency-based units of instruction; steps in analyzing an occupation with accompanying worksheet for listing duties, task-listing form, and task-detailing sheet; and learning activities--both cognitive and practice--and how to select them. Transparency masters include Essential Concepts of CBVE (competency-based vocational education), Why the Standard Training Agreement, The Training Plan, The Values of Training Plans, and "Art" for the Competency-Based Unit. (YLB)

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STANDARD TRAINING AGREEMENTS, INDIVIDUALIZED
TRAINING PLANS AND COMPETENCY-BASED UNITS
OF RELATED INSTRUCTION: WORKSHOP
HANDOUTS AND TRANSPARENCY MASTERS



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TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Standard training agreements, individualized training plans and competency-based units of related instruction are essential components of a successful Diversified Cooperative Training (DCT) program. A number of workshops were conducted throughout South Florida during 1980-1981 to assist DCT coordinators and other vocational educators improve their understanding of, and ability to implement, these three important aspects of DCT. This paper presents handouts and transparency masters that were useful to participants of these workshops.

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DUTIES/TASKS

When analyzing complex occupations such as automobile mechanic, cosmetologist and nurse it becomes immediately apparent that workers in each of these occupations perform numerous tasks and that certain tasks are logically related to each other. It makes sense for the course developer (you) to place these related tasks into logical groupings. One method of placing tasks in logical groups is to begin an occupational analysis by first identifying the major duties of that occupation.

A duty is one of the distinct major activities or units involved in the work performed in an occupation. For example, analysis of the Auto Body Repair occupation might reveal the following duties:

1. Body and Frame Alignment.
2. Mechanical Repair and Alignment.
3. Metalwork and Welding.
4. Repair, Replacement and Installation of Trim and Accessories.
5. Painting and Refinishing.
6. Removing and Installing Glass.
7. Cost Estimating.
8. Shop Management.

Each of these duties is composed of a set of related tasks. An example of the tasks related to one of the above duties will be found on the next page.

EXAMPLE OF A DUTY AND ITS RELATED TASKS

Occupation: Auto Body Repair

Duty: Body and Frame Alignment

- Tasks:
1. Inspects Body and Frame and Measures Alignment
 2. Straightens, Repairs and Aligns Body and Frame of Vehicle
 3. Straightens Deformed Auto Body Sheet Metal
 4. Removes and Installs Weld-In Panels
 5. Aligns Hood and Deck Panels
 6. Removes and Installs Doors
 7. Removes and Installs Fenders
 8. Removes and Replaces Bumpers
 9. Replaces Fiberglass Body Panels
 10. Repairs Fiberglass Bodies

Some jobs such as Key Punch Operator, Retail Store Cashier and Window Washer are ordinarily referred to as single-duty occupations. When analyzing a single duty occupation a task listing is sufficient. However, when analyzing a multi-duty occupation it is best to begin by first identifying the major duties of that occupation then the tasks related to each duty.

DUTIES, TASKS, TRAINING PLANS AND COMPETENCY-BASED UNITS OF INSTRUCTION

A list of duties and tasks is the basis for development of a training plan and competency-based unit of instruction. The easiest method of obtaining a list of duties and tasks is to refer to the appropriate V-TECS catalog. However, if a V-TECS catalog is not available for a given occupation, the following steps must be taken.

STEPS IN ANALYZING AN OCCUPATION

1. Determine the Job Title

Use the Training Agreement and/or Dictionary of Occupational Titles to identify the exact title for the occupation.

2. Write a Job Description

A job description is a general statement, one or two paragraphs long that describes what a worker does on the job and the conditions under which the work is performed.

Use the Dictionary of Occupational Titles, Occupational Outlook Handbook, SRA Career Information, Career Briefs, and the Encyclopedia of Careers and Guidance to locate information that will help you describe the job.

3. Develop a Task Listing

A task is a unit of work which is a logical and necessary part of a duty. Several tasks make up a duty. Use the information from the job description, the Training agreement, discussion with the employer and/or observation of experienced workers on the job to develop a list of all the tasks performed by entry level workers in this occupation.

If you have not had experience in developing a task listing, refer to any V-TECS catalog or existing Training Plan for an example. Also you might want to read Developing Vocational Instruction by Robert Mager and Jenneth Beach which is a most readable paperback book on the complete process.

4. Detail Each Task

Detailing means listing each step required to perform a task. In a V-TECS catalog the steps in a task are called the Performance Guide. Regardless of the term used to identify the process the process is essential to sound vocational instruction.

The purpose of detailing is to be certain that every aspect of each task is included in the instructional program. You should detail each task in the occupation you are analyzing in order to develop a complete competency-based unit of instruction.

When detailing a task, experienced vocational instructors also identify the major type of performance involved in each step. Identifying the type of performance enables the instructor to ascertain that the student will practice the kinds of performances required in the task. A very good description and examples of task detailing is to be found in Developing Vocational Instruction.

A task detailing form has been included here on p.8. Note that the form has spaces for you to use in identifying the major type of performance involved in each step. You will find it most helpful to use this form when you complete the process of task detailing.

WORKSHEET FOR LISTING DUTIES

A duty is one of the distinct, major activities in an occupational area. A duty consists of a number of tasks. See "Duties and Tasks" pp.2-3 of this manual for examples of duties in an occupational area. Then list the duties in the occupation for which you are now developing a training plan.

OCCUPATION: _____

Major Duties

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

State how these duties were identified _____

TASK LISTING FORM

TASK	BEST LEARNED	
	IN CLASS	ON JOB

6 10

VOCATION:

DUTY:

TASK:

Step
No.

Steps in Performing the Task

Type of Performance

LEARNING ACTIVITIES

At this point you have developed the skeleton outline for a competency-based unit of instruction. The occupation has been analyzed and a training plan developed. The training plan lists the duties and tasks performed by workers in the occupation. A tentative performance objective has been developed for each task listed in the training plan. You are now ready to select appropriate learning activities for each objective.

Learning activities should provide the student with the knowledge and practice he or she needs to achieve the terminal objective of the competency-based unit of instruction--performance of the required occupational tasks in an actual work situation. Therefore, the learning activities must be carefully selected and designed to lead to (1) achievement of a particular (task) objective and (2) ultimately achievement of the terminal objective of the competency-based unit of instruction.

During the process of analyzing the occupation you identified the type of performance called for in performing each step of the tasks comprising the occupation. (For those occupations found in V-TECS catalogs, this means identifying the type of performance called for in the performance guide for each task). Selecting appropriate learning activities requires you to select activities that enable the student to understand and practice the types of performance required in the tasks comprising the occupation. Therefore,

you will provide the student with both cognitive and practice activities.

COGNITIVE ACTIVITIES

When you need to provide the student with necessary knowledge or background information concerning the occupation or some aspect of it, the following types of learning activities could be used:

- . Reading an information sheet
- . Completing an assignment sheet that directs the students' study of supplementary references (e.g., text books, equipment catalogs, etc.)
- . Locating and examining samples (e.g. manufacturers specifications, employment applications, news release, employment advertisements, etc.)
- . Observing an experienced worker perform a task
- . Viewing a film, filmstrip, slide/tape or videotape, or listening to an audiotape
- . Meeting with an experienced worker or other resource person to discuss concepts, obtain specific information, or examine materials or systems
- . Meeting with peers in a small-group or seminar type situation to discuss and explore concepts, and share ideas and experiences related to the occupation
- . Solving problems designed to reinforce understanding of concepts and principles

PRACTICE ACTIVITIES

When you need to provide the student with practice or application of concepts, principles and skills, any number of learning activities is possible, including the following types

- . Reacting to and/or critiquing case studies or case scripts
- . Critiquing sample plans or materials
- . Planning in writing
- . Performing skills in a simulated situation (e.g., role-playing)
- . Developing materials (e.g., job descriptions, safety rules, employee conduct codes, etc.)

- . Performing job tasks via job sheets and operation sheets
- . Operating equipment under supervision
- . Writing reports, letters, completing employment applications, etc.
- . Performing individual tasks on the job with employer supervision and approval

SELECTING LEARNING ACTIVITIES

Here are some general guidelines for selecting learning activities.

- . All learning activities should relate directly to the objective of the learning experience (the task and/or duty) and to the achievement of the terminal objective of the competency-based unit. For example, any outside readings you assign must be thoroughly checked (1) to ensure that they do, in fact, contain the information you want the student to have, and (2) enable you to assign only relevant sections of the material. Make certain that the reference is up to date and accurate. Looking at the title and skimming the table of contents is not enough; carefully review the material yourself.
- . Material that perpetuates sex or ethnic stereotyped roles either through illustrations or the written content is harmful to everyone. Such material may not be used. Locate material with examples of individuals filling nontraditional jobs.
- . Material that makes reference to handicapped workers is valuable. By referring to handicapped workers, you help students who study from the units you produce to begin to accustom themselves to a world where everyone has a right to work at jobs that each can do in spite of some sort of handicap.
- . Outside references, whether required or optional, should be standard enough that they are readily available to the student.
- . Use a variety of learning activities to suit a range of learning styles and interests, and to allow for both individual and group work.
- . Provide for interaction between the student and the teacher-coordinator, other students, the employer, and workers in the occupational area.

- . Keep the activities realistic. Do not require the student to practice something an endless number of times if just a few performances are enough to give him or her the practice needed.
- . Provide a system for students to evaluate themselves. Help them learn (by doing) what the successful worker does to determine that a job is well done.

The competency-based unit of instruction should be as self-contained as possible. In theory, this means that everything the student will need in order to complete the unit (information sheets, self-check devices, case study problems, planning forms, checklists, etc.) is included within the handbook. In practice, however, this is not always possible or even desirable. The items mentioned above should always be included within the handbook. But there will be times when achieving the objective will require sending the student to outside sources. Here are some guidelines for the selection of learning activities based on outside sources.

- . If the information can be effectively provided through an information sheet, do not require an outside reading, visit or observation.
- . Limit required outside readings to those essential to achieving the objective, or those of such exceptional value that an information sheet paraphrasing the content would be a poor substitute.
- . Activities which send the student to outside sources can be included as optional activities, unless they are essential to achieving the objective.
- . The teacher-coordinator will always be involved in the final experience to assess the student's competency. Try to limit his or her involvement prior to the final experience to those occasions when it is critical that he or she check the student's progress or review a product or performance. If it would be helpful, but not essential, to include the teacher-coordinator in a learning activity, suggest an optional activity involving his or her participation.

ESSENTIAL CONCEPTS OF CBVE

1. OCCUPATIONAL COMPETENCIES IDENTIFIED THROUGH RESEARCH MUST BE THE FOUNDATION OF THE PROGRAM.
2. PERFORMANCE STATEMENTS OF EACH COMPETENCY MUST BE SHARED WITH STUDENTS PRIOR TO INSTRUCTION.
3. EXPLICIT CRITERIA FOR THE OBJECTIVE ASSESSMENT OF EACH COMPETENCY MUST BE SHARED WITH STUDENTS PRIOR TO INSTRUCTION.
4. DEVELOPMENT OF THE SPECIFIED COMPETENCIES USING THE PUBLICLY STATED CRITERIA FOR ASSESSMENT MUST BE THE MAJOR FOCUS OF THE PROGRAM.
5. PERFORMANCE OBJECTIVES REPRESENTING THE COGNITIVE, PSYCHOMOTOR AND AFFECTIVE DOMAINS MUST BE PROVIDED.
6. INSTRUCTION MUST BE DESIGNED TO FACILITATE THE INDIVIDUALIZATION AND SELF-PACING OF INSTRUCTION.
7. INSTRUCTION MUST BE STUDENT-CENTERED AND RELEVANT TO THE NEEDS OF EACH PARTICULAR LEARNER.

ESSENTIAL CONCEPTS

8. DIRECTION OF LEARNING MUST BE PROVIDED FROM THE IDENTIFICATION OF NEEDS THROUGH ASSESSMENT AND FEEDBACK ON PERFORMANCE.
9. LEARNING EXPERIENCES MUST BE SEQUENTIAL TO ENABLE THE LEARNER TO MOVE FROM THEORY TO PRACTICE.
10. TERMINAL ASSESSMENT OF EACH COMPETENCY MUST BE BASED ON ACTUAL PERFORMANCE IN A REALISTIC SETTING.
11. ALTERNATIVE LEARNING EXPERIENCES AND/OR RECYCLING MUST BE PROVIDED TO ASSIST THOSE PERSONS HAVING DIFFICULTY MEETING PERFORMANCE REQUIREMENTS.

WHY THE STANDARD TRAINING AGREEMENT

1. EACH EMPLOYER AND STUDENT-LEARNER KNOWS THAT THE COURTESIES AND RESPONSIBILITIES EXTENDED TO THEM ARE THE SAME AS THOSE EXTENDED TO ALL OTHERS IN THIS CATEGORY.
2. THE TERMS OF THE AGREEMENT, WHEN REDUCED TO WRITING, ELIMINATE ALL DOUBTS OR MISUNDERSTANDINGS WHICH MIGHT UNDERMINE THE WHOLE PROGRAM.
3. THE RELATIONSHIP BETWEEN THE PARTIES TO THE AGREEMENT IS GIVEN STATUS. THIS IS A LEGAL DOCUMENT; A COPY OF IT IS RETAINED BY EACH PARTY.
4. THIS MAY BE THE FIRST SUCH DOCUMENT SIGNED BY THE STUDENT-LEARNER AND WILL MAKE A LASTING IMPRESSION.
5. A PROPERLY COMPOSED DOCUMENT (AGREEMENT) PROTECTS ALL PARTIES THERETO.

A TRAINING PLAN IS INDIVIDUALIZED FOR A STUDENT IN A SERIES OF CONFERENCES BETWEEN THE TRAINING STATION EMPLOYER OR DESIGNATED SUPERVISOR, THE TEACHER-COORDINATOR AND THE STUDENT WHO IS TO RECEIVE THE TRAINING. THE MEETINGS CAN INVOLVE ANY COMBINATION OF THE THREE PARTIES. FREQUENTLY PARENTS OF THE STUDENT TRAINEE ARE GIVEN THE OPPORTUNITY TO REVIEW THE PLAN.

THE TRAINING PLAN:

- * PROVIDES THE TEACHER COORDINATOR WITH THE TOPICS THAT SHOULD BE TAUGHT IN THE RELATED INSTRUCTION PHASE OF THE TRAINING PROGRAM.

- * IDENTIFIES FOR THE EMPLOYER THE NATURE AND EXTENT OF THE TRAINING EXPERIENCES TO PROVIDE TO THE STUDENT.

- * TELLS THE STUDENT WHAT PROGRESS HE OR SHE IS MAKING IN BECOMING PREPARED FOR EMPLOYMENT IN THE WORLD OF WORK.

THE VALUES OF TRAINING PLANS

FOR THE STUDENT

1. THE TRAINING PLAN ENCOURAGES THE STUDENT TO EXAMINE HIS OR HER CAREER OBJECTIVES.
2. IT IDENTIFIES THE LENGTH OF TIME THE STUDENT WILL NEED TO LEARN THE PARTICULAR SKILLS OF THE TRADE.
3. IT PROVIDES A DOCUMENT OF THE SKILLS THE STUDENT DEVELOPED AND THE RELATED INFORMATION THE STUDENT LEARNED FOR USE AT A LATER DATE.

FOR THE TEACHER-COORDINATOR

1. IT SERVES AS THE REFERENCE BASE FOR THE RELATED INSTRUCTION PROVIDED BY THE COORDINATOR AND OTHERS IN PREPARING A STUDENT FOR EMPLOYMENT IN A PARTICULAR FIELD.
2. IT HELPS THE COORDINATOR EVALUATE THE PROGRESS OF THE STUDENT AND PROVIDES A BASIS FOR DISCUSSION ABOUT THE STUDENT'S PROGRESS WITH THE STUDENT, HIS OR HER PARENTS OR WITH THE TRAINING STATION EMPLOYER.
3. IT ALSO ENABLES THE TEACHER-COORDINATOR TO EVALUATE THE OVERALL SUCCESSFULNESS OF HIS OR HER COOPERATIVE EDUCATION PROGRAM.

VALUE OF THE TRAINING PLAN TO THE TRAINING STATION EMPLOYER

1. A TRAINING PLAN IS A REMINDER OF THE NATURE AND EXTENT OF TRAINING THE EMPLOYER HAS AGREED TO FURNISH TO THE STUDENT-TRAINEE.
2. THE TRAINING PLAN ENABLES THE EMPLOYER TO HAVE INPUT INTO THE TRAINING OF POSSIBLE FUTURE EMPLOYEES.
3. THE TRAINING PLAN ALSO SERVES TO REMIND THE EMPLOYER THAT THE STUDENT WORKER IS PART OF AN EDUCATIONAL PROGRAM.

YOU DO NOT HAVE TO BE AN ARTIST TO PUT ART INTO YOUR COMPETENCY-BASED UNIT.

JUST FIND A CARTOON THAT IS CLOSE
TO WHAT YOU WANT FOR YOUR MANUAL.



USE SOME WHITE-OUT
TO REMOVE LINES THAT
YOU WANT TO CHANGE.



ADD THE LINES THAT WILL CHANGE THE CARTOON TO MEET THE NEEDS OF YOUR MANUAL

YOU CAN EVEN CHANGE
THE POSITION OF THE
ARMS-- JUST CUT AND
PASTE.

